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ABSTRACT

The "mini-unit" focuses on the hobby of antiques and collectibles for gifted students. Among 10 objectives listed for the unit are to exhibit elaboration of ideas, use visual imagery, and learn social courtesies by working with older people in the community. Activities emphasize brainstorming, writing, conducting interviews, going on field trips, reading resource materials, and performing research. The 62 activities are said to be based on theories of F. Williams and B. Bloom. (CL)

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The Bottomless Churn

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An Antique World of Collectibles

The Bottomless Churn

An Antique World of Collectibles

A Unit for Gifted and Talented Students

By

Dr. L. Marvin Marion

Dr. Leonard Marvin Marion, an Associate Professor of Education at Missouri Western State College in St. Joseph, Missouri wrote a syllabus and compiled a bibliography for Teaching the Gifted, Creative, and Talented Student implementing the first methods course on GCT to be taught at that institution the summer of 1980.

He has taken some graduate courses in Gifted Education, has attended several conferences and conventions, subscribes to numerous gifted and talented periodicals, and has accumulated an enormous amount of material and a large number of books on GCT. He utilizes the "learning center" approach in teaching the college methods course.

During the 1980-81 and 1981-82 school years he presented several workshops on gifted and talented, talked with Northwest Missouri principals about writing a grant proposal for funding a gifted and talented program in their respective school, supervised Missouri Western State College elementary education majors in their Experience in Teaching II in the gifted and talented program in St. Joseph Public Schools, and was interviewed by KQ Channel Two television in St. Joseph. The news reporter also videotaped one of his workshops for teachers in an area school system. She devoted a segment of the news to gifted education each evening for one week in February 1981.

Acknowledgements to:

My wife, Mrs. JoAnn Marion, Assistant Professor of Education at Northwest Missouri State University, Maryville, for her input and sketch drawings.

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Mrs. Lucie Nelson, typist.

Introduction

Since having a hobby is a characteristic of gifted and talented students, the purpose of this unit is to suggest some possible approaches and activities to use connected with antiques and other collectibles. Teachers and students may think of many other ideas and techniques in developing their own unit.

Antiques, souvenirs, and all types of items are becoming very valuable as well as expensive for the collector who is a connoisseur of relics of the past. Restoring antiques to their original condition is a hobby with some people.

The unit incorporates several models of teaching gifted and talented. It is flexible enough to utilize only activities which are appropriate for your group or to add your own ideas. The bibliography is by no means comprehensive. For an all inclusive list of available references, consult Subject Index to Books in Print 1980-81 or the current year.

The author was looking for antiques at his father's home in East Tennessee during Christmas vacation 1980 and found a bottomless cedar churn in the smokehouse loft. As he was cleaning the churn, the idea for a unit title for gifted and talented raced through his mind. He has been intrigued by antiques and collectibles for many years.

My Antique World

Welcome to my antique world
of childhood memories,
of studying at night by oil lamplight
while sitting by an open crackling fire
in the fireplace,
listening to a Truetone wood cabinet table
model battery powered radio,
hearing Mother scrub clothes on a
washboard using homemade lye soap,
eating hominy cooked in a large black
kettle outside over an open fire,
sulfuring apples in a round galvanized tub
and placing them in a 20-gallon jar to
cook during bitter cold days of winter,
drying apples in hot baking sun in summer
to fry pies during brisk days of autumn,
making apple butter in a brass kettle
over an open fire stirring with a long paddle
as smoke filled one's eyes and nostrils,
filling stone crocks with the finished product,
butchering hogs in November,
heating irons on a wood cook stove
to press the laundry,
walking to the country store to
buy a five cent Coca-Cola to quench
the thirst on a sultry summer afternoon,
walking one mile to attend a two-room country school
and sitting in a desk nailed to the floor,
placing an ink bottle in the round inkwell
on top of the desk while refilling fountain
pen to finish assignments,
rocking in a hickory cane rocking chair,
all of these and more too constituted
my childhood background in rural East Tennessee,
growing up surrounded by antiques
has enriched by heritage and appreciation
of relics of the past.

By: Dr. L. Marvin Marion

Objectives

1. The student will demonstrate fluency in producing ideas by giving multiple responses in those activities involving a large number of responses.

2. The student will generate original ideas in completing some activities.

3. The student will exhibit elaboration of his ideas by adding details in some activities.

4. The student will demonstrate creativity and creative thinking by making unusual associations with antiques and collectibles of the past with the present and future.

5. The student will use visual imagery on some activities to create new designs and ideas.

6. The student will show his ability to recognize skills and abilities of his peers by sharing finished activities and reinforcing efforts of each other.

7. The student will demonstrate the ability to interact with peers by participating in planned group activities.

8. The student will learn social courtesies by working with older people in the community through interviews.

9. The student will show that he recognized goals and objectives of a group by working cooperatively with others on activities.

10. The student will be utilizing Parnes, Torrance, Bloom, Williams, Krathwohl, and Renzulli's models in this unit of study. At the end of the unit, the student should develop an appreciation for the value of antiques and collectible items. If he is not a connoisseur, perhaps he will become one.

ACTIVITIES

The author suggests the following activities and bibliography. Have fun!

Activity 1

In what ways are a bottomless churn and gifted and talented people alike? (Brainstorm)

Activity 2

Hypothesize how something is considered an antique.

Activity 3

To begin the unit bring to class some antiques or collectibles you have. Discuss the items with students. (Brainstorm)

How many antiques or collectible items can you name?

If you are a collector, or if this is one of your hobbies tell what you collect.

If you have any antiques in your home or if your grandparents, relatives, or neighbors have any, mention some of them as you brainstorm. Some items which may possibly be mentioned by students may include: coin or stamp collecting, collecting old books or books in a series by the same author, collecting record albums by artists such as Elvis Presley, the Beetles or another group, collecting baseball cards, collecting bottles such as Avon or old six-and-a-half-ounce green glass returnable Coca-Cola bottles, collecting dolls, collecting model cars, trains, airplanes, ships or pictures of same, collecting presidential campaign badges, collecting souvenirs of all fifty states such as mugs, salt and pepper shakers, plates, spoons, glasses, shot glasses and ash trays, collecting comic books or certain magazines, collecting jewelry, collecting pictures, maps and souvenirs of places you have visited on vacations, collecting greeting cards, fountain pens, old student desks, or any antique item.

Secure a <u>fluency</u> count to ascertain which student mentioned the most items.

Activity 4

List as many uses as you can for one of the antiques or collectibles shown.

Invent a new product or use for it. Write a convincing commercial to sell it on today's market.

(Based on Williams and Torrance's Models).

Activity 5

Write a poem about an antique or collectible item using any poem pattern you prefer. (Williams Model and Synthesis level of Bloom).

Activity 6

Have students bring their collectibles to school. Let them do some research on their antiques or collectibles to find out all they can about their hobby. This will require students to utilize various references to find information such as the following:

A. Where was your item made and the date?
B. What is the current monetary value of it?
C. How much was the item worth when it was made?
D. What was happening in American history at that time? Who was President of the United States then?
E. Were your parents, grandparents, some relatives or neighbors living when your item was made? If so, interview them asking questions about your item and other things which were made or in fashion at that time. Ask them what clothing styles were in fashion then.

Activity 7

Try to find some pictures of clothing styles representative of the period ascertained in the previous activity. Contrast styles then with today. Predict what clothing styles of the early 21st century will look like. (Evaluation, Bloom).

Draw a sketch of your predicted style. (Synthesis, Bloom and Williams).

Activity 8

Predict how the automobile of the year 2,000 will be different from today's car. (Evaluation). Draw a design of that car. (Synthesis level of Bloom and Williams).

With the rising cost of gasoline to operate today's automobile, develop an alternative cheaper device. Write a convincing commercial to sell your idea to car manufacturers and the public. (Synthesis level of Bloom and Williams).

Activity 9

Estimate the average cost of a new automobile in 1930, 1940, 1956, 1965, 1970, 1975. Find the answers and compare with the average cost of a new car today. (Bloom - Knowledge and Evaluation).

Based on the current rate of inflation predict the average cost of a new automobile in the years 1990 and 2000. Be prepared to defend your answers. (Bloom and Williams).

Activity 10

Find out how many people in your community own an antique car. Arrange an interview with those people. Find out the make, model, year, and monetary value of the car today. Take pictures or slides of the car and owner. Tape record your interview. Edit the tape and put together a slide-tape presentation to present to the class or give a talk and show pictures you took. (Synthesis, also fluency, flexibility, elaboration, and originality). (Bloom, Torrance, Renzulli).

Evaluate your presentation. (Evaluation).

Activity 11

Visit grandparents, relatives, or neighbors who possess antiques. Interview them and take pictures or slides of people and their antiques. Put together a presentation similar to that explained in the previous activity.

Activity 12

Arrange to take students on a field trip to a museum or several museums. Each student will select at least three antique items to research extensively. Find out all you can about items you chose. Ascertain the current monetary value of those antique articles. (Research skills) (Renzulli).

Activity 13

After returning to class from the museum pretend that you lived during the era of the antique articles you selected for further study. Write a report of what living conditions were like at that time. Tell how the family treated you, the article. (Williams - Creative and Original thinking involving research skills through Social Studies and Language Arts).

Activity 14

Using the Placemat Learning Centers on antiques by Bob Tomsich do the assignments for antique auto, ships, and trains. (Research Skills).

Activity 15

Look around your home and classroom. Predict at least five common items used today which will be obsolete making them valuable collectibles or antiques when you are forty years old. Explain what you believe will replace them and how the new products will look. Make a sketch drawing of the replacements. (Evaluation, Synthesis from Bloom. Also Williams Model).

Activity 16

Read Foxfire series of books or Bittersweet. Student may decide to do an indepth research study of the past by interviewing older people from the community and surrounding areas or states taking pictures and writing a detailed report to publish a book similar to Foxfire and Bittersweet.

Activity 17

Listen to Old Time Radio Broadcast Tapes. Use your visual imagery to write a vivid description of events or stories you heard.

Working in small groups write an original radio drama, news broadcast, or comedy program. Use sound effects to record your radio program on tape. (Williams, Synthesis level of Bloom, and use of visual imagery).

Activity 18

Visit antique stores in your community or when you travel on vacations. Talk with the proprietor about how he started in business, where he finds the antiques, how old some of them are, how much they may have cost new, and how much money he receives for some of the more valuable items.

Activity 19

Purchase some replicas of old Sears catalogues dating back several years for students to examine items of merchandise and compare with prices of similar items in today's catalogues. Students will compile a list of items from old catalogues which are now obsolete. (Renzulli, and Analysis level of Bloom).

Activity 20

Pretend that the date is 1940. You have just married and are going to set up a household. From a public library research 1940 newspapers and also catalogues of prices of that era. Make a list of everything you will need and determine the total cost. (Use of research skills).

Activity 21

In the library locate books on antique hand tools of the 1800's. If a museum is in your community depicting hand tools and relics of that era, take a field trip. (Renzulli).

Activity 22

Research books depicting types of tools used in several other countries during a designated era. Compare the tools with those used in America at that time. (Analysis level of Bloom).

Activity 23

Choose an era in American history and find out what types of cooking utensils were used at that time. Try to find a relative or someone in your community who still owns some of the cooking utensils representative of that era. (Renzulli).

Activity 24

Read the local daily newspaper to find out about antique auctions. Attend one or more. Students may want to bring antiques and collectible items from home and hold their own antique auction. For older students (middle school and high school), the auction might be authenic with display booths set up in the gymnasium some weekend. Students could be in charge of contacting people in the community to set up booths to sell their antiques and collectibles. For elementary students collectible items and antiques could be displayed in the classroom and students could hold auctions through simulation.

Activity 25

Make a study of how schools have changed throughout the history of American education starting with the one-room school and coming up to date with more modern structures. Construct a time line. (Bloom, application and analysis).

Activity 26

Compare and contrast student desks of the 1940's with those used by students in today's classrooms. Inquire from people in your community to ascertain if anyone owns an antique desk with an ink well on top. (Bloom, Analysis).

Activity 27

Find out how school playground equipment differed when your grandparents were in school from the types of equipment we have today. (Bloom, Analysis).

Activity 28

Locate some antique toys and bring to class. Place them beside some of today's toys and make comparisons. (Bloom, Analysis). Design a new toy for the future. Give the toy a name. Describe it telling what it will do. (Bloom, Synthesis).

Activity 29

Pantomime careers of the thirties and forties after talking with your parents and grandparents and doing some research on exemplary jobs of that era. (Bloom, evaluation).

Activity 30

After talking with senior citizens in your community, compile a list of cliches. Choose your favorite cliche and illustrate it. Incorporate several of the cliches into a humorous story. (Renzulli, Bloom - synthesis and evaluation).

Activity 31

Hold a "spelling bee" using antique words learned in the unit.

Activity 32

Bring old textbooks to school. Contrast with today's texts. (Bloom, Analysis).

Activity 33

Design a quilt pattern and make the quilt. Have a "quilting bee". If there are women in the community who make quilts invite them to your class to show their quilts and to participate in the "quilting bee". (Bloom, synthesis).

Activity 34

Read Laura Ingalls Wilder's Little House series and research antiques described in her books representative of that era. Singing Wheels textbook contains pictures of these antiques. (Use of Research Skills).

Activity 35

Using a shoebox or a larger box construct a diorama of a house and its furniture of a designated era in America. (Bloom).

Activity 36

Visit a heritage village and trace its history. Make slides or photographs and write a report. (Bloom and Renzulli).

Activity 37

Have an "Old School Day". Dress in clothing depicting an earlier period in history. Use old textbooks and traditional subjects taught at that time. Make horn books and individual chalkboards. Instead of turning on the lights, use kerosene lamps and candles. Use pencils, but no ball-point pens. Bring your lunch or snack in a lunchbox, newspaper, or brown bag. (Bloom, Application).

Activity 38

Write a campaign speech for a candidate who was running for president, governor, or mayor of your town fifty or one hundred years ago. (Bloom, Synthesis).

Activity 39

Trace your family tree. Consult the book, Digging for My Roots by Michael Scheier and Julie Frankel, Scholastic Book Service, New York, N. Y., 1977.

Read Alex Haley's Roots.

Write, direct, and produce your own class play on A Family Tree or Roots. Compose an original title. (Torrance, Creativity and Bloom, Synthesis).

Activity 40

Predict what occupations of today will become obsolete forty years from now. Predict future occupations.

Activity 41

Locate some old 78 r.p.m. records and some cylinder records. If possible bring to class old Victrolas and listen to the records. Contrast the old records and Victrolas with today's 45's, 33-1/3 albums, cassette and eight track tapes, tape players and stereos. Predict what type of records we will have in forty years. Design a new record or tape replacement and a new machine on which it will be played. (Bloom, Analysis and Synthesis).

Activity 42

Bring a churn to class. Visit a farm and milk a cow. Churn the milk and make butter. (Renzulli).

Activity 43

Take a field trip to an apple orchard. Pick apples. Peel and dry apples. Make pies from the dried apples.

Locate a brass kettle, if possible, make apple butter outside. (Renzulli).

Activity 44

Make lye soap outside. Read recipe in Bittersweet. (Renzulli).

Activity 45

Retrace the development of an article such as Raggedy Ann, a piece of furniture, a cooking utensil, or some means of transportation. (Bloom, Application).

Activity 46

Refinish an antique piece of furniture. Reupholster a piece of furniture. (Bloom, Application).

Activity 47

Locate the oldest person in town and arrange an interview. Tape record the interview. Write an article for your school paper based on the interview. (Renzulli).

Activity 48

Bring baseball cards to class. Make a large map and place cards on the state or country of each baseball player's home. Make a graph showing physical characteristics of players such as weight and height. Compare batting averages of several players. Find out how batting averages are determined. (Bloom, Application and Analysis).

Research an antique collectors guide to learn the value of baseball cards. Design a new baseball card for your favorite big league player and mail it to him. (Synthesis level of Bloom).

Activity 49

If someone in your community owns a spinning wheel, invite that person to come to your class and demonstrate how it works. (Renzulli).

Activity 50

Invite a resource person to demonstrate how to make candles and soap carvings. (Renzulli).

Activity 51

Purchase some coffee beans in a grocery store. Locate an antique coffee grinder and grind the beans. (Application level of Bloom).

Activity 52

Take a field trip to KMA Shenandoah, Iowa radio station or some museum or radio station which has a collection of antique radios. Find the model such as Philco, RCA, Silvertone, Truetone, etc. and the year each set was made. Research the improvements made in each model in progressive order. Write to the various companies which built the radios for information pertinent to your research. (Utilization of research techniques, Renzulli).

Activity 53

Research locations of old school buildings in your area. Find how many are still standing and when they were built. Try to locate persons in the community who attended each and have them relate some of their experiences to you.

Research the history of your own school building. Have someone from the community tell about experiences at that school.

Design a school of the future. Tell what subjects will be taught. (Renzulli and synthesis level of Bloom).

Activity 54

Antique Cookbook - Locate an antique cookbook. Become familiar with some of the terminology. Check ingredients in some of the recipes. Make something to eat using some recipes. Examples: hush puppies, beef jerky.

Activity 55

Locate some old issues of Farmers Almanac. Look up home remedies. You may talk with some senior citizens in the community to learn about home remedies such as mustard plaster, onion poltice, catnip tea, homemade cough medicine, horehound candy and others.

Activity 56

Visit a cemetery. Do a tombstone rubbing. Compare epitaphs. Refer to "The Cemetery Box" of activities created and developed by Don Mitchell and Gary Grimm, A Good Apple, Inc. product.

Activity 57

Make arrangements to visit typewriter and cash register stores which contain several older models on display. Compare with the newest, memory typewriters and computerized cash registers. Discuss the improvements made through the years.

Activity 58

Take a field trip to a farm and observe or even participate in butchering of an animal.

Activity 59

Bring old photographs to class. Try to find some old tintype. Compare with today's. Look up life of Matthew Brady. Find out about his photography. Find examples and bring to class.

Activity 60

Go to an apple orchard. Pick apples and prepare for a cider mill. Strain the cider. Pass samples around for everyone to taste. Discuss the role cider played in the lives of earlier settlers and even into the twentieth century, especially in rural areas.

Activity 61

Make a time line showing the changes in pop music during the past fifty years. For example during the 1930's and 1940's the era of big bands was prevalent. Rock and Roll started in the mid-1950's. Make a list of top popular tunes or songs for each era including the top ten at the present time.

Predict what changes will be made in pop music and country music in the early part of the 21st Century. List at least ten possible top songs for that period of time.

Activity 62

As a culminating evaluation of your unit, students write, produce, and stage a play for parents and school based on the past involving antiques and collectibles. (Williams - Originality and creative thinking). (Also, Bloom - Synthesis and Evaluation).

The Happy Collector

Happiness is collecting
Cedar churns with dashers and bottoms,
butter molds,
pennies and Kennedy half dollars,
Gospel music albums
Elvis Presley records,
poetry,
state ash trays, shot glasses and mugs,
presidential campaign badges,
presidential plates,
newspaper clippings from
previous elections,
Christmas cards from former
President Carter and his wife, Rosalyn,
donkeys,
antique model cars and
picture calendars,
antique radios,
oil lamps,
obsolete Coca-Cola bottles,
cream cans,
stone crocks, jugs, and Mason jars,
programs of Broadway plays during the 1950's,
1953 World Series ticket between Brooklyn Dodgers and
New York Yankees,
tapes of old radio broadcasts,
pictures of places visited,
coffee grinders,
old books, and
series books such as Hardy Boys,
Nancy Drew, Little House,
Foxfire and collections by
Mark Twain, Willa Cather and Louisa Mae Alcott.

Happiness is collecting whatever
one desires.
The happy collector never finds
time to become bored.

By: Dr. L. Marvin Marion

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